EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

UbD Reflections –Chapter 4

In Chapter 1, of *Integrating Differentiated Instruction & Understanding by Design*, the main focus for the authors is the skills and attitudes needed for teacher to effectively differentiate instruction. The authors provide detailed descriptions of the qualities of a responsive educator, and what a classroom which is being led by such an educator would look like. For instance, a responsive educator is, among other things, flexible, clear about expectations, accepts responsibility for learner success, and develops communities of respects. This is evidenced (again, among other things) by the use of rubrics, varied instructional methods, continually mapping student progress, and act as a role model in order to foster an atmosphere of “unequivocal respect” (Thomlinson & McTighe, p46).

Of the essential skills and attitudes that mark the characteristics of a responsive teacher, I found “Accepting Responsibility for Learner Success” (Armstrong & McTighe, p44) to be the most powerful. As a teacher I am responsible for the education my students receive. If students have been taught but then learning doesn’t occur, have I really been teaching? I like the idea of shifting the focus away the mindset of how has the student failed, to a conversation centered on what have I failed to do to meet the learner’s needs. While this way of thinking may mean more work for me, it is an idea full of hope. It keeps me hopeful that I can find a way to ensure all my students take away enduring understandings present in the big ideas.